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ABSTRACT

As part of the Research-Based Training for School Administrators Project at the University of Oregon, this scripted material was prepared for use by school administrators giving presentations in Project Leadership workshops. Project Leadership uses networking and administrator-led workshops to disseminate research results and state-of-the-art information to other school administrators. The material in this document covers teacher evaluation and school effectiveness and includes the script itself (including suggestions for workshop activities), masters for the presentations's 28 transparencies, worksheets and handouts for participants, a bibliography, and suggested further readings. The first of the script's four sections describes evaluation objectives, reviews research findings about evaluation and about school and teacher effectiveness, and discusses types of evaluation and the inadequacy of evaluations that are only "ceremonial congratulations." The second section examines the evaluation process, including allocating tasks, setting criteria, sampling, and appraising. Factors affecting evaluation, such as task characteristics and organizational arrangements, are analyzed in section 3, while section 4 considers the nature of effective schools and the characteristics of effective classrooms and effective teachers. The final section briefly suggests a review of the workshop. (Author/RW)

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EFFECTIVE SCHOOLING PRACTICES AND TEACHER EVALUATION: BEYOND CEREMONIAL CONGRATULATIONS

by

Nancy J. Pitner

EA 014 964

Effective Schooling Practices and Teacher Evaluation: Beyond Ceremonial Congratulations

by Nancy J. Pitner

PROJECT LEADERSHIP PRESENTER'S GUIDE

Prepared by the Research-Based Training for School Administrators Project

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A training model called Project Leadership developed by the Association of California School Administrators (ACSA) and directed by James Olivero was selected as a vehicle for the purpose of disseminating research and state-of-the-art materials to school administrators. Project Leadership is built upon two key ideas: networking and administrators training one another using scripted workshop materials called Presenter's Guides. This is a Presenter's Guide developed by the team at the Center for Educational Policy and Management (CEPM).

All members of our team at CEPM have contributed in some way to this material; William Auty, Ray Embry, Nancy Isaacson, Martha Landry, Scott Lane, Max Riley, and Hugh Watson. We are grateful to Debbie Rauch for her clerical assistance, Wynn DeBevoise of the ERIC Clearinghouse on Educational Management for her editorial assistance, to Margaret Sjogren for her graphic designs, and Philip K. Piele, Professor and Director of Information and Field Services, for his assistance in coordinating the work between ERIC and the project.

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Nancy J. Pitner
Project Director

USING THE GUIDE

The guide is written so that it can be read, but we believe you will want to make changes and provide your own examples. Adapt the material to your personal needs and the needs of your audience.

You are equipped with the Presenter's Guide, which contains a script and suggestions for the conduct of the session (in italics). In the back pages are: (1) masters of numbered transparencies that have been designed to give visual emphasis to the main points of your presentation, (2) participants' worksheets that correspond to suggested activities, (3) handouts for participants that provide a summary of the workshop content and specific bibliographic references, and (4) a reference list of the sources cited or referred to in the text. Finally, the package includes a suggested reading list for you that is designed to augment the content of the packet and aid you in preparing for your presentation.

Prior to Workshop

1. Review guide -- the script, transparency masters, and handout materials-- prior to the workshop.

2. Prepare copies of handout materials for each participant.

3. Prepare transparencies from the "masters." These are especially appealing when colors are added.

4. Arrange to have an overhead projector, screen, three-prong adapter and extension cord at the meeting room. Insure that the room is equipped with a chalkboard or flipchart visible to all participants.

5. Arrange for meeting room facilities: Ideally, the facilities will offer places for participants to write as well as areas for breaking up into small groups.

6. Arrange for coffee or other refreshments, if desirable.

7. Review document, "Training School Administrators: Implications of the Research in Adult Development for the Design of Workshops," prepared by the Center for Educational Policy and Management, University of Oregon.

8. Review the Time Analysis Presenter's Guide.

After the Workshop

1. Mail the completed evaluation forms to:

   Program Director
   Project Leadership

TEACHER EVALUATION: BEYOND CEREMONIAL CONGRATULATIONS

1.0 Introduction

1.1 ACTIVITY: Personal Feelings and Beliefs About Teacher Evaluation

1.2 Objectives:

Review of the Evaluation Process

Review of Factors Affecting the Evaluation Process

Review of Research on Teacher Effectiveness and School Effectiveness

1.3 Current Status of Evaluation:

Contract Plans

Ceremonial Congratulations

Formative and Summative Evaluation

2.0 The Evaluation Process

2.1 Allocating

2.2 Criteria Setting

2.3 Sampling

2.4 Appraising

3.0 Factors Affecting the Evaluation Process

3.1 Task Characteristics: Complexity, Goal Clarity, and Predictability

3.2 Organizational Arrangements: Visibility and Frequency of Communicated Evaluations

3.3 ACTIVITY: Develop Lists of the Attributes of Effective Schools and Effective Teachers

4.0 School Effectiveness and Teacher Effectiveness

4.1 Effective Schools

Superior Skill Attainment

Academic Learning Time

Effective Elementary Schools

Effective High Schools

4.2 ACTIVITY: Discuss the Implications of Effective Schools Research

4.3 Effective Classrooms and Teachers

Classrooms with Best Outcomes

Enrironment for Learning

Teacher Performance

Teacher Characteristics

Range of Variables that Control Learning

4.4 ACTIVITY: Distribute "Effective Schools' Characteristics" (Handout #2) and ask participants to rate their schools. Participants should break into dyads, discuss weakest and strongest attributes, and come up with an idea to strengthen weakest attribute.

5.0 Review and Workshop Evaluation

TEACHER EVALUATION: BEYOND CEREMONIAL CONGRATULATIONS

1.0 INTRODUCTION

In this workshop, we begin with the assumption that all of you have taken a course or two in supervision, classroom observation, or personnel evaluation in order to obtain an administrative credential. You also have had experience supervising and evaluating teachers. *You should get confirmation of this from your audience before proceeding.*

1.1 ACTIVITY:

What are your personal feelings and beliefs about teacher evaluation? I'd like to begin by asking you to write down three things:

TRANSPARENCY #1

1. A public statement about teacher evaluation that you would be willing to share with teachers, board members, and parents.
2. A confidential statement that you would be willing to share only with trusted colleagues.
3. A private statement you would not readily share with anyone else.

Ask for a few volunteers to read their public statements, a few more to read their confidential statements, and, if you can, a few to read their private statements. This exercise will get people interested in the topic plus get some of their concerns out in the open. Make a bridge between some of the comments and the contents of this workshop.

TRANSPARENCY #2

1.2 Objectives:

My goal today is to accomplish the following:

1. review the process by which a performance evaluation is reached,
2. review the factors affecting the evaluation process, and
3. review the available research on teacher effectiveness and school effectiveness.

The purpose of this workshop is not to give you an evaluation program that you can take back to your building or district and implement. Our assumption is that your district has a program and that you probably want some help working within that program.

1.3 Current Status of Evaluation:

Most districts emphasize that teacher evaluation is a professional growth process directed toward the personal needs of the teacher as well as toward the achievement of the objectives of the school district. How many of you are in districts where this is the emphasis? In addition to improving teacher performance, other purposes for teacher evaluation include aiding administrative decisions, dismissing teachers, rewarding superior performance, guiding students in course selections, meeting state and institutional mandates, promoting research on teaching, and so on.

Many of you probably use what are called "contract plans" in your districts' teacher evaluation programs. Two examples of contract plans are (1) Management by Objectives (MBO) and (2) clinical supervision. While a dominant feature of both approaches is objective-setting, the teacher's

performance objectives are determined differently in each approach. In the

TRANSPARENCY #3

MBO approach (first developed in industry and business), priority objectives are set for the organization through a review of its mission, purpose, and long-range goals. Objectives are set for teachers based upon the school's objectives. In the clinical supervision approach (developed in education), a teacher's performance is analyzed as it relates to his or her role in the school. Objectives in the clinical supervision approach are set to strengthen the teacher's performance. The personal needs of the teacher receive a great deal of consideration in the development of performance objectives.

Survey the audience to find out whether they use MBO or clinical supervision contract plans. You might want to find out how successful they think the plans are. Favorable and unfavorable arguments can be made for both approaches. In settings in which personal needs of teachers receive priority in establishing performance objectives, teachers tend to be satisfied with their professional growth, but the quality of the total educational program does not change. On the other hand, in the MBO programs teachers tend to feel that they are being manipulated into developing objectives in areas defined by administrators. One compromise is to ask teachers to direct at least one performance objective toward administrators' priorities while they direct their other objectives toward personal priorities.

The issue here is not which approach is better. Try to avoid a long debate in this area. Resolve the discussion by stating, If the purpose of teacher evaluation is to improve the quality of teaching, then evaluation

practices must contribute to the needs of the organization as well as to the needs of the teachers within the organization. Schools should engage in systematic planning activities and provide teachers with a personalized system of guidance and support in the professional development process.

In this workshop, we distinguish between two major functions of teacher evaluation, the formative function and the summative function. Formative teacher evaluation helps teachers improve their performance by providing data, judgments, and suggestions that have implications for what to teach and how. Summative teacher evaluation serves administrative decision-making with respect to hiring, firing, promotion, tenure, and assignments. Formative evaluation can be seen as assisting teachers and summative as assessing teachers. These two roles are obviously connected.

TRANSPARENCY #4

There are a great variety of performance evaluations. At one end of the continuum there are official occasions, often annual or semi-annual, when a general performance evaluation is made and communicated to the teacher. A standardized evaluation form is used, and a conference is held to discuss the evaluation. At the other extreme, there are times when an evaluator casually wanders into the classroom, momentarily observes, and indicates an evaluation to the teacher with either a smile of approval or a frown of displeasure. The term "performance evaluation" will be used to cover both extremes. Whenever teachers learn in any way, directly or indirectly, how well or poorly an evaluator thinks they are doing, they have received a performance evaluation.

The evaluation of teachers is a serious business. Unfortunately, evaluation is often little more than "ceremonial congratulations."

TRANSPARENCY #5

A study of written reports of classroom observations found that 80 percent of the statements did not directly or specifically deal with the improvement of instruction (Willower, 1977). Most statements tended to be positive or laudatory in tone, rather than critical. An example of such a statement is, "A good learning situation existed in this class." *You may want to ask participants to supply examples of ceremonial congratulations -- perhaps statements they have written.* When all it contains is ceremonial congratulations, the observation report is unlikely to promote a serious dialogue about instruction between principals and teachers.

Why do we write "ceremonial congratulations"? *Get participants to supply reasons for writing ceremonial congratulations. You may construct a list on a chalkboard, newsprint, or a transparency. Some items that might come up include: "It is difficult to give negative feedback"; "I don't know what to look for when I'm in the classroom"; or "I don't have time to observe so I write global statements." Accept all the statements without making any judgments about them.*

Perhaps we write ceremonial congratulations because we know evaluation usually arouses teachers' anxieties. A performance evaluation always entails the evaluation not only of a performance but of a performer as well. Thus a performance evaluation is, by definition, an evaluation of a person. Evaluation makes some people uncomfortable. Teachers want to feel their work

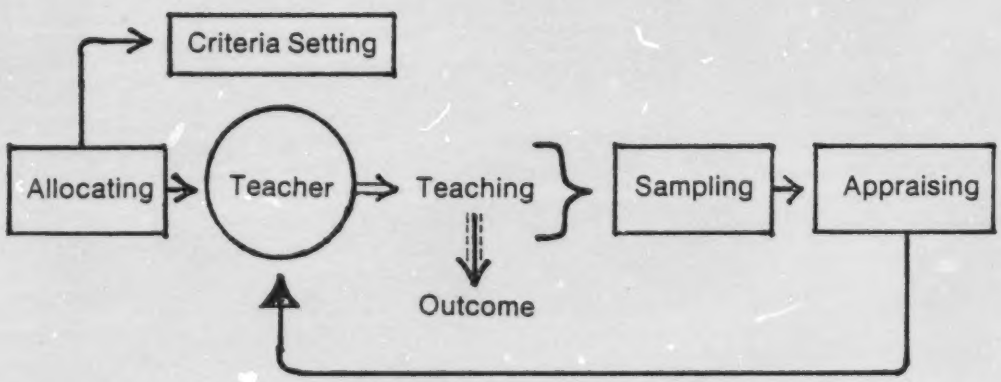
as teachers is highly regarded, a kind of unconditional positive regard. Being evaluated can be frightening, but not being evaluated can also be frightening. People like to know "where they stand." Teacher evaluation is a reality; it is even required in some states. You are responsible for the quality and quantity of educational services received or denied.

2.0 THE EVALUATION PROCESS

What is the process by which a performance evaluation is reached? The evaluation process can be broken down into a set of analytical components, each of which constitutes an essential part of the whole.

TRANSPARENCY #6
Leave on during this discussion

Model of the Evaluation Process



There are four components of the evaluation process: allocating, criteria setting, sampling, and appraising (Dornbusch and Scott, 1975). We will review each in turn. *The participants may be sufficiently familiar with this model that you do not have to elaborate. It may be enough to "walk through" the model.*

2.1 Allocating:

A teaching assignment must be made before it can be appraised. Allocating is determining who is to perform a given task, such as deciding that Mr. Brown will teach English 9 in the high school, or that a ballet dancer will dance a particular number. In addition to specifying "who" will do it, allocation specifies "what" will be done. Tasks can be allocated by directive -- "Use the Slingerland approach to teach reading" -- or by delegating -- "Do whatever is necessary to improve reading scores." *Ask three participants to give an example of allocating by directive and delegation.* The act of allocation notifies teachers that they are subject to evaluation on the basis of conformity to the allocation.

2.2 Criteria Setting:

Conformity to the task allocated is only one of the dimensions along which the performance of a task may be evaluated. We expect the art teacher to teach art and not English. We are interested in more than whether an attempt was made to teach. Specifically, we are interested in assessing the effectiveness or the efficiency of a given lesson or curriculum. Before we make these assessments, we must establish criteria.

How do you establish criteria? You might make some of these decisions in establishing the criteria for the performance evaluation:

1. First, you must determine what should be taken into account. Evaluations may be based either on the performance itself or on the outcomes associated with that performance.

2. Second, if more than one aspect is selected, you must decide which aspect carries more weight. For example, a medical intern may be evaluated on both the adequacy and the cost of the diagnostic procedures for a patient, but assessors of interns' performances assign most importance to the adequacy of the procedures.

3. Third, you must determine the value of a particular performance of a task. The value is considered in light of some standard or evaluative scale, ranging from low scores indicating "totally unacceptable" values at one end to high scores indicating "highly acceptable."

2.3 Sampling:

Information must be gathered on the task performance which is to be evaluated. The decision concerning which information will be used is called the "sampling" decision. It includes what is to be sampled and how the information will be gathered. For example, you can look at the properties of the task activities during the performance (watch an offensive lineman block an opponent); or you can look at the properties of the task object at the end of the performance (was the opposing player removed from the play), or both.

2.4 Appraising:

To appraise a performance is to assign an evaluation to it. The information obtained on a given performance and the criteria established for the evaluation must be brought together to arrive at an evaluation.

3.0 FACTORS AFFECTING THE EVALUATION PROCESS

The following section is written as a short lecture. Use your judgment. Involve participants in identifying factors, if it is practical. Supply anecdotes of your own to make the major points.

There are many complex factors that affect the evaluation process. These factors must be taken into account when you are trying to control task performance. We will consider factors that fall into two broad groups: task characteristics and organizational arrangements. First we will discuss task characteristics, and then organizational arrangements.

TRANSPARENCY #7

3.1 Task Characteristics: Complexity, Goal Clarity, and Predictability

When we talk about task characteristics we are interested in several features of teaching: task complexity, goal clarity, and predictability of tasks. We can restate these three characteristics as questions: Are the activities of teaching complex or simple? Can we identify the desired result or product of teaching activities? Can we produce the same end result each and every time we teach?

The first characteristic of teaching is <u>complexity</u>. Teaching entails many activities. Teaching is made up of many subtasks, each of which is composed of numerous activities. At least four tasks are performed by teachers: teaching subject matter, maintaining control, developing character, and keeping records.

TRANSPARENCY #8

The task "teaching subject matter" includes several subtasks: leading and participating in discussions; preparing lesson plans; stimulating student interests in learning; lecturing; acting as a guide and/or facilitator in student learning activities; and examining and grading students on their knowledge of subject matter. Each of the other three tasks can be similarly broken down into subtasks.

TRANSPARENCY #9

Another characteristic of tasks is goal clarity. The desired end state (product or output) of task activities varies enormously in clarity and precision for different tasks and organizations. An electronics firm may be able to specify with precision the values to be attained, whereas a high school may desire to produce educated graduates but be uncertain about which of the properties are most important. Although we have seen efforts to operationalize goals for learning that are possible to observe and measure, neither the public nor educators can agree on the goals of schools. Are we to produce good citizens, well-educated individuals, or prepare students for careers? The goals of schools are said to be unclear.

A third characteristic of teaching tasks is predictability. Here we are concerned with being able to predict that if you do "x," you will get "y." This refers to the extent to which the teacher knows that a certain method or activity will likely lead to success. This is affected by the general state of knowledge about teaching and by the experience of the teacher. We know that two teachers can use different learning materials and techniques, and yet the students in both classes will have similar achievement. On the

other hand, a teacher can use the same lesson with two groups and get entirely different results. There are many routes to the goal. There is no "one best way" to teach. Teaching is not as predictable as other kinds of tasks because students vary from year to year. It is difficult to routinize the teaching task along the fashion of an assembly line. Some tasks can be handled adequately in a standard, programmed way, while others require the exercise of discretion in the choice of appropriate activities.

Connected with the idea of predictability are the autonomy and discretion granted to teachers. Teachers are professionals and are granted some degree of autonomy in making decisions about what and how they teach. Their conceptions of the task they perform sometimes differ from conceptions of teaching tasks held by administrators. In a study of teachers' conceptions of the four tasks (teaching subject matter, maintaining control, developing character, and keeping records), teachers rated record-keeping as the most clear, predictable, and efficacious of the four tasks. Record-keeping was also the task with the least actual autonomy, least preferred autonomy, least actual freedom, and least preferred freedom (Marram, 1971). In other words, teachers are not opposed to, and even wanted, less freedom and more direction from administrators in record-keeping tasks. It is interesting to note that teachers in alternative schools both want and receive higher levels of autonomy and freedom.

The notion of the authority of the evaluator is crucial in the evaluation process. Evaluation is seen as an exercise of authority, by controlling task performances through rewards and sanctions. Teachers perceive that their current performance evaluations have relatively low impact on organizational rewards and penalties. Teachers get salary increases based upon years of

service, degrees held and credit earned, not on their performance or on student achievement outcomes. Teachers respond to intrinsic or psychic rewards, namely, to seeing students learn (Lortie, 1975). Students have the capacity to grant or deny what teachers consider their primary payment, student success. Teachers are more sensitive to students and less sensitive to administrative or collegial reactions. Since a teacher's rewards depend primarily on what takes place in the classroom, he or she can be relatively independent of benefits controlled by administrators. The teacher's relationship to administrators moves from subordination to exchange.

What do teachers expect of principals? Teachers have definite ideas on how the principal's authority should be exercised. Teachers agree that it

TRANSPARENCY #10

should be mobilized to serve teachers' interests -- to keep parents from interfering with their work, to deal with troublesome students, and to get all teachers to share chores with colleagues. Most teachers favor a light rein for themselves, but some prefer the principal who checks them closely and carefully (Lortie, 1975).

3.2 Organizational Arrangements: Visibility and Frequency of Communicated Evaluations

In addition to task characteristics, the organizational arrangements -- that is, the features of the work setting -- govern the way teachers teach. We will consider two features of the work setting:

TRANSPARENCY #11

(1) visibility of task performance, and

(2) frequency of communicated evaluations.

One way an evaluator gathers information relevant to making an evaluation is to observe the task performer in the act of carrying out the task activities. In this case, you have to observe teachers teaching. Teachers' performances are not generally visible to other teachers or to administrators. Teachers teach in isolated classrooms, in what has been referred to as the "egg-carton" organization.

TRANSPARENCY #12

One of the important impacts of team teaching has been the visibility of teacher performance to colleagues. A study comparing teachers in a team situation with teachers in a traditional classroom showed that teachers in teams regard the evaluations of their peers as important, soundly based, and accurate (Cohen et al., 1978). For teachers, the only evaluator high in influence who is considered low in importance is the superintendent. The superintendent was perceived as relying on the principal for information and as too far removed from the classroom performance.

In sum, because the work of teachers occurs in physically isolated classrooms, easy surveillance by peers or supervisors is prevented. Since the accuracy of an evaluation is predicated on sustained observation of activities, it is no wonder that administrators are reluctant to make critical comments about teachers' performance, and instead, write ceremonial congratulations.

The second structural feature having important consequences for the evaluation process is the frequency with which performance evaluations are communicated to participants. How often do you communicate your evaluations to teachers in your building? *Survey participants.* Evaluations are meant to give teachers maximum feedback, so that they can adjust their performance levels to achieve desired standards. Situations involving either very frequent or very infrequent communication of evaluations would appear to pose problems for teachers. Very frequent evaluations are often taken as close supervision, allowing little room for "breathing space."

TRANSPARENCY #13

Close supervision is warranted, however, when a teacher is in trouble or asks for assistance. Most teachers, however, are not frequently evaluated, as is illustrated by a comment from a teacher: "If I were to drop dead, the only way they would find out would be by the smell after a few days." Teachers who perceive that they are <u>frequently</u> observed and <u>frequently</u> evaluated by their principal are likely to be more satisfied with the manner in which tasks are assigned and evaluated. A study comparing the perceptions of principals and teachers with regard to the frequency of evaluations and the frequency of negative evaluations found that principals believed they communicated their evaluations to teachers more frequently than was reported by teachers. Principals also reported that they communicated dissatisfaction far more often than teachers reported that their principals were dissatisfied with their performance (Dornbusch and Scott, 1975). It appears that it is not the frequency of <u>negative</u> evaluations, but the infrequency of <u>any</u> evaluation that produces dissatisfaction among teachers.

A study showed that teachers also want evaluations to have a greater influence on sanctions, especially evaluation of the tasks of teaching subject matter and developing character, the two tasks regarded as most important by the average teacher (Dornbusch and Scott, 1975). These data indicate that increased control via the evaluation process is considered appropriate by teachers when the structure of control is in accord with teachers' perceptions of the importance of their tasks.

We have covered a lot of material that suggests evaluating the performance

TRANSPARENCY #14

of teachers is problematic. You probably already knew this, based on your own experiences, but now you understand that several factors affect the evaluation process that have nothing to do with your adequacy as an administrator. The challenge is to consider these factors and take them into account in the evaluation process. Since we aren't clear about standards, goals, and methods, how do we know a teacher or a school is effective?

3.3 ACTIVITY: Develop Lists of the Attributes of Effective Schools and Effective Teachers

Ask participants to divide into dyads or triads. Ask some groups to come up with a list of the attributes of effective teachers, the other groups with a list of the attributes of effective schools. Allow 10 minutes. Give each group a sheet of newsprint and a black wide-tip marker. Ask one person to volunteer to record and report. Display the lists on the wall. Ask each group reporting to review quickly. Allow 10 minutes.

This activity is used to bridge this section with the next, which discusses the research on effective schools and effective teachers.

4.0 TEACHER EFFECTIVENESS AND SCHOOL EFFECTIVENESS

Develop a transition from the activity to this section, such as:

We noted that teaching as a technology has a weak knowledge base and lacks a credible professional literature. We are uncertain about the relationships between teaching and learning. A teacher can do a fine job teaching and some students will not learn; on the other hand, we know students also learn independently of any instruction. This poses a problem for administrators who are to evaluate teachers to improve their performance and increase student achievement gains. You must be familiar with the research on teacher and school effectiveness so you can promote a school setting which provides for effective teaching. *Review Supplements A and B.*

4.1 Effective Schools:

Edmonds (1979) found that effective schools are characterized by strong administrative leadership, teacher expectations that students can learn, an orderly and unoppressive atmosphere, common academic priorities among the staff (for example, a focus on the basic skills), a demand that students reach criterion, the redirection of existing school resources to basic instruction, and frequent monitoring of student progress, including assessment of performance and feedback to students (for instance, through formal and informal quizzes and tests).

TRANSPARENCY #15

The National Institute of Education (NIE) summarized many studies of effective schools and found common agreement in some areas. Effective schools are caring but have orderly school climates, have common discipline standards, have shared rules and sanctions, reward academic achievement publicly, emphasize basic skills school-wide, gear classroom activity to minimize unproductive time, have teachers with high expectations, use student peer pressure and support for on-task behavior, and have teachers' aides to help keep kids on task. In short, effective schools do things that lead to increased academic engaged time. So effective schools are linked to both student ability plus engaged time. *Discuss the concepts on Transparencies 16 and 17.*

TRANSPARENCIES 16 & 17

Another study conducted at the Far West Lab focused on elementary schools. Howey found that, in effective elementary schools, teachers have

TRANSPARENCY #18

planning time together, use a wide variety of strategies, have a high sense of potency and efficiency, and have high expectations. The study also indicated that parents initiate a greater number of contacts with schools, and that the schools had strong administrative leadership.

Another study was done of high schools in London, England, by Rutter et al. (1979).

TRANSPARENCY #19

By "effective," Rutter means the schools have high achievement in reading and math, good behavior and attendance, and lack of delinquency. Rutter found that effective high schools emphasized academics: homework was assigned and graded by the teacher, student work was displayed, classes started on time,

TRANSPARENCY #20

teachers were caring, students used the library for assigned academic work, and teachers had high expectations for behavior and academic achievement. *Participants may remember Rosenthal's work Pygmalion in the Classroom, which got more attention in the mass media than any other product of the behavioral sciences in the 1960s. This study showed that a change in teacher expectations of students can lead to improved intellectual performance. A reanalysis of the data, however, suggested that the report was inadequate.*

TRANSPARENCY #21

In addition to an academic emphasis, Rutter identified the ethos of an effective school. (An ethos is a commonly-agreed-on set of values.) The ethos of an effective school emphasizes teacher planning and administrative leadership: principals are involved with teachers at the planning level and are supportive of staff and their ideas; students understand the reasons for school rules and have opportunities to assume responsibility (in student government or in fund-raising or clean-up projects); standards are well articulated, incentives and rewards are clear, and praise is genuine; the staff has clerical support; student work is on display; and the community understands and supports the ethos.

A study currently receiving a lot of attention in the mass media is the latest Coleman Report on private versus public schools. Coleman investigated why private schools do better in the area of academic achievement. He found they had more homework, were more disciplined and ordered, and held both common and higher expectations. (Critics might suggest that private schools have a larger share of the higher level students and have committed parents who pay for the privilege of sending their children to these schools.)

I imagine most of you have noticed the repetition here. Several studies have come up with the same findings. What are the implications of these findings for you, your schools, and your teachers?

4.2 *ACTIVITY: Discuss the Implications of Effective Schools Research*

Let participants suggest implications. Facilitate the discussion.

Some implications include:

(1) creating a school and community ethos (setting common values and goals;

(2) maximizing time on task (shortening the time between classes from five to four minutes, or shortening recesses or lunch hours);

(3) providing opportunities for student responsibility (monitors, discipline, student government);

(4) gearing the curriculum to student capability;

(5) providing a monitoring and feedback system for students; and

(6) developing school spirit (pride in school achievement, in one's peers, in cooperative behavior, and in the building).

4.3 Effective Classrooms and Teachers

Let's turn away from school effectiveness and consider classroom and teacher effectiveness. The <u>classrooms with the best outcomes</u> have several attributes in common:

TRANSPARENCY #22

1. Direct instruction methods.
2. Large group formats maximize interaction time.
3. Individualized work formats are least effective.
4. Coherence and consecutiveness of teacher communication.
5. Attention to student response.
6. Reaction to student response.
7. Frequency of positive recognition for good work and displays of work.
8. Student attention.
9. Class size -- 15 and below shows significant difference in outcome (no difference between 20-35).

We find that teachers create an environment for learning:

TRANSPARENCY #23

1. Presentation skills -

   task orientation, enthusiasm, clarity, variability.
2. Interaction skills -

   questioning, probing, indirectness of influence.
3. Management skills -

   structuring, assigning tasks of varying difficulty, providing opportunity for students to complete tasks.

There are also special qualities in effective teacher performance:

TRANSPARENCY #24

1. "With-it-ness" - maintains mental picture of the variety of activities going on in the classroom;
   - interacts in a timely way with students who are having difficulty.
2. "Overlapping" - maintains several lines of interaction simultaneously.

An effective teacher knows what's happening in all areas of the class ("with-it-ness"), uses steering groups (one-tenth to one-quarter of the class must be coming along before the teacher moves on), and creates momentum (that is, students see the connections).

Also, some teachers are more effective than others. Murnane (1980) found evidence that several characteristics of teachers are positively correlated with student achievement:

TRANSPARENCY #25

1. The intellectual skills of a teacher, as measured by a verbal ability test.
2. The quality of the college that the teacher attended.
3. The amount of teaching experience. (Increment to teacher resources of years in the classroom seems to vanish after 5 to 10 years in the classroom in general, and after a year or two in classrooms of low-achieving students.)
4. The extent to which the teacher has high expectations for students.
5. The extent to which the teacher has voluntarily taken post-graduate courses.

Murnane also found evidence that some teachers are more effective with certain types of students than with other types of students.

TRANSPARENCY #26

Brophy and Good (1976) found that teachers give more frequent and higher quality attention to boys over girls, Anglos over minorities, and high achievers over low achievers. Perhaps schools can improve the productivity of students through the process by which new teachers are selected into the system.

In this section, we have identified some variables that, according to the research, are linked to student achievement. How does this research compare with the lists you developed? *Provide connection.* Understanding the linkage between school and classroom practice is critical in your effort to improve teacher performance and student achievement. It is important, here, to distinguish between students' entry characteristics, the characteristics that are partly under the control of the school, and the characteristics that are largely under the control of school personnel. *Distribute Handout #1.*

TRANSPARENCY #27
(HANDOUT #1)

Range of variables that control learning:

(1) Students' entry characteristics

- prior learning achievement
- attention level
- attitudes toward schooling
- study skills
- nutritional status

(2) Characteristics partly under control of school

- amount of time student spends at task in the classroom
- amount of time student spends doing homework
- high student success rate in academic tasks

(3) Characteristics largely under control of school personnel

- classroom time allocated for particular learning activities
- properties of curriculum materials -- readability and relevance to desired learning outcome
- characteristics of other students in instructional group
- teacher behaviors and quality -- clarity, enthusiasm, task-orientation, provision of opportunity to learn particular content, stress, and anxiety level
- teaching methods -- recitation, simulation, lecture
- instructional programs that provide a system of materials and teaching methods -- Mastery Learning, Distar

We are better informed today about what is associated with effective schools and effective teachers. Yet these conditions do not exist in most circumstances, so teachers and students fail. For an example, consider Marva Collins, the Chicago teacher recently featured by CBS on "60 Minutes." Ms. Collins, a black teacher teaching only black elementary-age children, was pictured as the inspiring, successful teacher, running her own 35-pupil school in her house. By her own admission, she had failed as a teacher for the ten years she had been working in the Chicago schools. She quit those schools in disgust. Yet she was succeeding with similar children in her own school. It is instructive to note her new teaching conditions.

First, the children were sent by parents who chose her school and paid extra for the privilege. Second, the students knew they could be expelled if their behavior did not match the teacher's standards. Third, Ms. Collins eliminated recess, physical education, and other "extras;" she taught these 30 to 35 students the basics for six hours a day; and she assigned each student homework. Finally, Ms. Collins did not have to expend energy combating the rest of the regular school context -- bells, announcements, attendance sheets, etc.

TRANSPARENCY #28

Ms. Collins applies the factors which Edmonds associated with school productivity. *(You may want to show Transparency #15 again.)* In general, however, several factors appear to interfere with school productivity. These include: inadequate teacher preparation, poor schooling conditions for effective teaching, an ill-informed public, laissez-faire support from parents, excessive television viewing, overreliance on the student peer group for wisdom, and a lack of preparation for teaching in the school setting.

If one wants to improve school productivity, it makes sense that one would need to institute the conditions specified in Edmonds' list. Yet each item on the list raises problems for human resource management. For example, consider the first item -- strong instructional leadership by the school principal. What needs to be accomplished in order to help principals become effective with respect to instructional leadership? Is it a matter of training? Or a matter of realigning the principal's work responsibilities so that he or she has more time to perform this function? Research is needed to develop a knowledge base on which intelligent decisions can be made to increase principals' effectiveness in promoting school productivity.

Another condition that seems essential but difficult to achieve is "school-wide emphasis on basic skills instruction." There is little knowledge about the professional groups who might play a role in building this consensus or how they might be managed.

Also, teacher expectations that students can reach high levels of achievement may prove to be a difficult condition to facilitate. Although

research has clearly shown that teacher expectations strongly influence student learning, there has been little attention directed toward understanding how teachers develop certain levels of expectations. However, there is as yet no clearly defined and achievable means of assisting teachers to form the appropriate beliefs and expectancies that would promote optimal achievement from their students.

4.4 ACTIVITY:

Distribute "Effective Schools Characteristics" (Handout #2) and ask participants to rate their school. (This instrument may also be used with teachers in their schools.) Then ask them to break up into dyads. Direct them to identify the weakest attribute of their school or district. Ask each participant to come up with one idea to strengthen the weak attribute and have them write it on a piece of paper. Share ideas with the large group. If possible, collect the ideas and develop a list to be distributed to participants in a satellite meeting.

5.0 REVIEW AND WORKSHOP EVALUATION

Provide a summary of the workshop. Distribute and collect evaluation sheets.

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HANDOUT MASTERS

VARIABLES THAT CONTROL LEARNING

1. Student's entry characteristics:
   - Prior learning achievement
   - Attention level
   - Attitudes toward schooling
   - Study skills
   - Nutritional status

2. Characteristics partly under control of school:
   - Time student spends at task in classroom
   - Time student spends doing homework
   - High student success rate in academic tasks

3. Characteristics largely under control of school personnel:
   - Time allocated for particular learning activities.
   - Properties of curriculum materials
   - Characteristics of other students in instructional group
   - Teacher behaviors and quality
   - Teaching methods
   - Systematic instructional programs

HANDOUT #2

EFFECTIVE SCHOOLS' CHARACTERISTICS

The following traits represent seven broad characteristics that research has found to be present in effective schools.

Circle the number that best describes your opinion as to what degree the characteristic is present in school today.

	obviously present		to some degree		not present
1. Commonly Held Academic Expectations: high teacher expectations, staff agreements regarding achievement standards, homework expectations, and a system for monitoring each individual's progress.	1	2	3	4	5
2. Commonly Accepted Student Discipline Standards: student behavior expectations are consistent schoolwide; students understand the reasons for the existing rules.	1	2	3	4	5
3. Commonly Understood Sense of Purpose, Direction, and Community: parents, staff, and students have a sense of pride, spirit and understanding of the purpose of schooling in the building; peer pressure is present for adherence to agreed-upon values and norms; there is high parent involvement and cooperation; teachers feel a sense of efficacy (I can do it!).	1	2	3	4	5
4. Cooperative and Productive Classroom Climate: business-like but caring, high academic engaged time, appropriate pacing, teacher use of a variety of instructional methods.	1	2	3	4	5
5. School Climate Fostering Student Involvement, Recognition, and Caring: consistent and daily high ratio of praise to punishment in the classrooms, public display of student work, student perception that teachers care about them personally, opportunities for students to accept responsibility.	1	2	3	4	5
6. Teacher Interaction, Involvement and Sense of Community: teachers plan cooperatively, exchange ideas and successful strategies, and seek understanding of common expectations in items 1, 2 and 3.	1	2	3	4	5
7. Effective, Strong, Involved Administrative Leadership: administration fosters the conditions which will bring about the previous six characteristics, provides direction and builds commitment, and is involved and involves staff in decisions.	1	2	3	4	5

TRANSPARENCY MASTERS

1. Public statement

   (willing to share with teachers, board members, parents).

2. Confidential statement

   (willing to share with trusted colleagues).

3. Private statement.

   (reluctant to share with anyone else).

TOPICS

1. Evaluation process.

2. Factors affecting evaluation process.

3. Research on school effectiveness and teacher effectiveness.

CONTRACT PLANS

1. MBO (Management by Objectives)

2. Clinical Supervision

FORMATIVE –

Helps teachers improve performance.

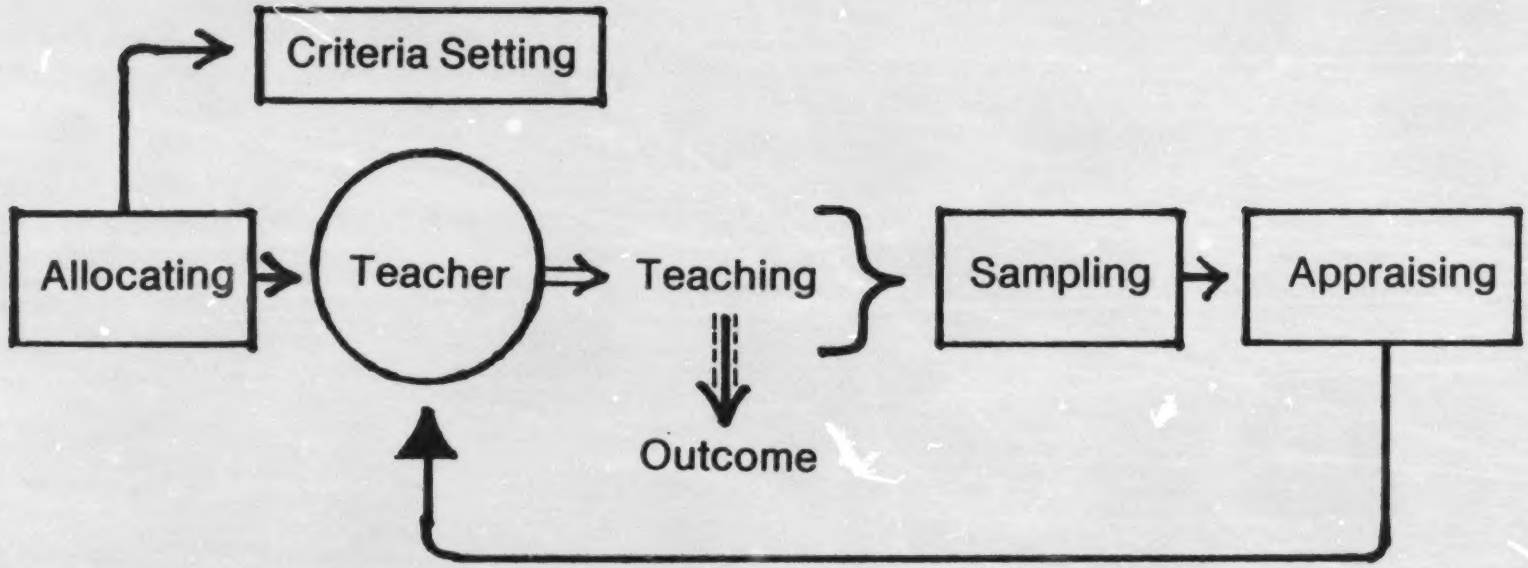
SUMMATIVE –

Helps administrators make decisions.

Ceremonial Congratulations

TRANSPARENCY #6

Model of the Evaluation Process



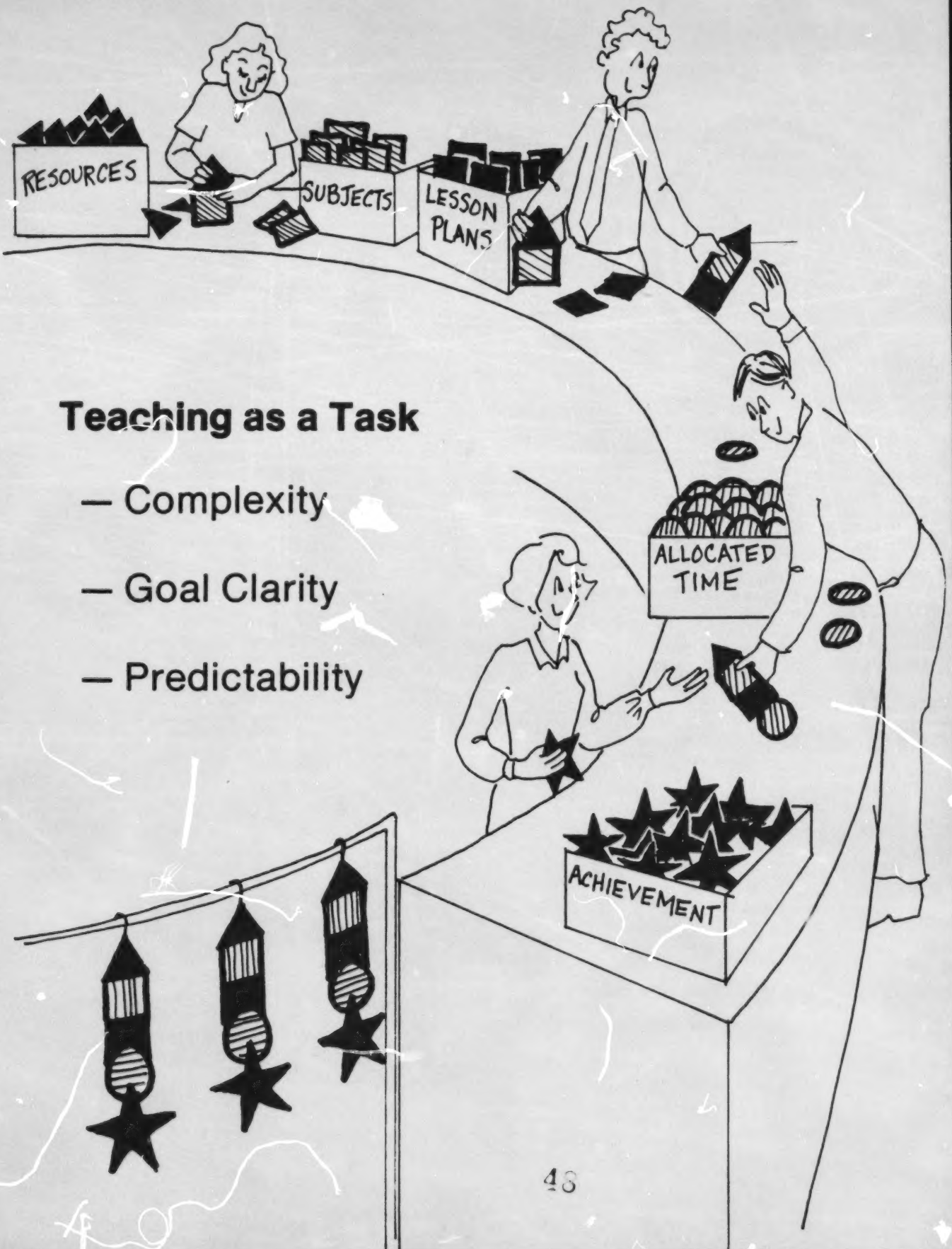
Factors Affecting Evaluation:

1. Task Characteristics

2. Organizational Arrangements

Teaching Tasks

1. Teaching Subject Matter
2. Maintaining Control
3. Character Development
4. Record Keeping



Teaching as a Task

— Complexity

— Goal Clarity

— Predictability

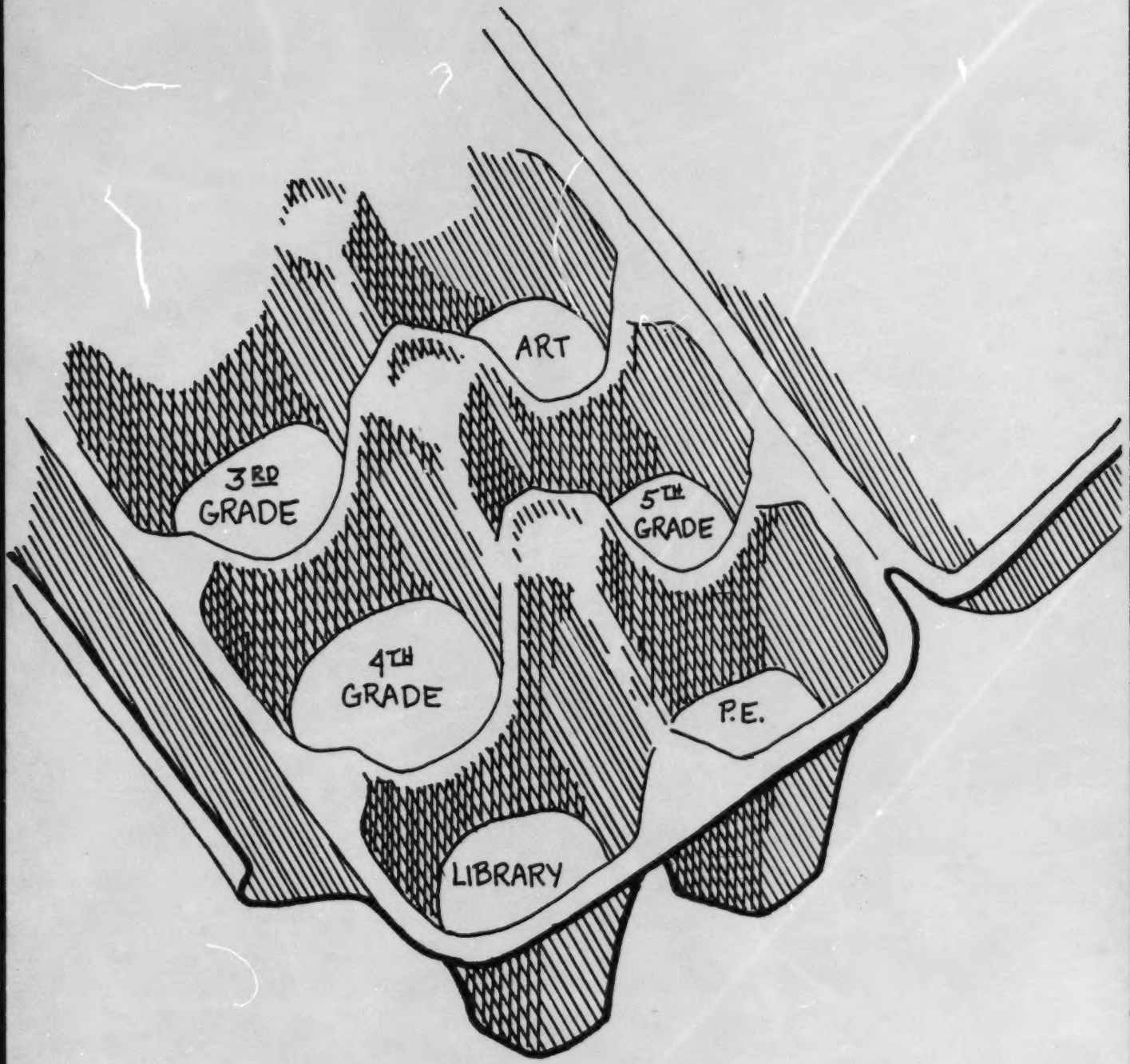
FACULTY
TEA-
4:00
PARENTS
ASSOC.

Organizational Arrangements

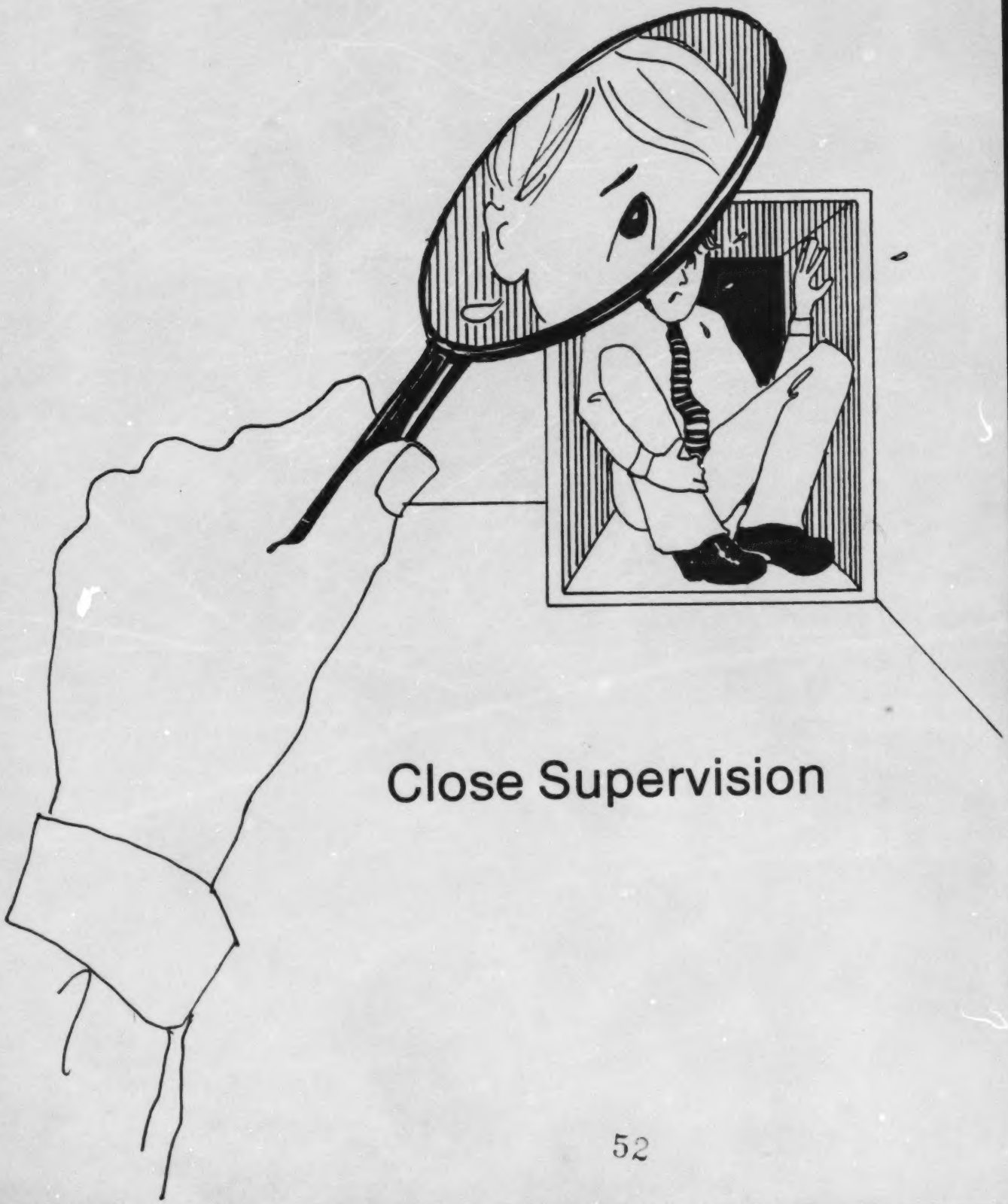
(Work Setting)

— Visibility

— Frequency of Communicated Evaluations



Egg Carton Organization



Close Supervision

Factors affecting evaluation process:

— Complex tasks

— Ambiguous goals

— Equifinality

— Non-routine

— Autonomy

— Egg carton organization

— Frequency of communicated evaluations

Superior Skill Attainment

— Teacher expectation that students can learn.

— Demand that students reach criterion.

— Frequency of assessment of student performance.

— Strong administrative leadership.

— Orderly environment.

— Academic priority.

(Edmonds)

ACADEMIC LEARNING TIME (ALT)

Behaviors that relate to ALT and student gain:

— Assess student progress and diagnose problems.

— Provide tasks that further progress and/or eliminate problems.

— Be adept in presentation, diligent in monitoring, timely with feedback. (Fisher & Berlinger)

Allocated Time X Student Time on Task = Student Achievement

TIME and ACHIEVEMENT GAIN

time allocated
by school
to the subject

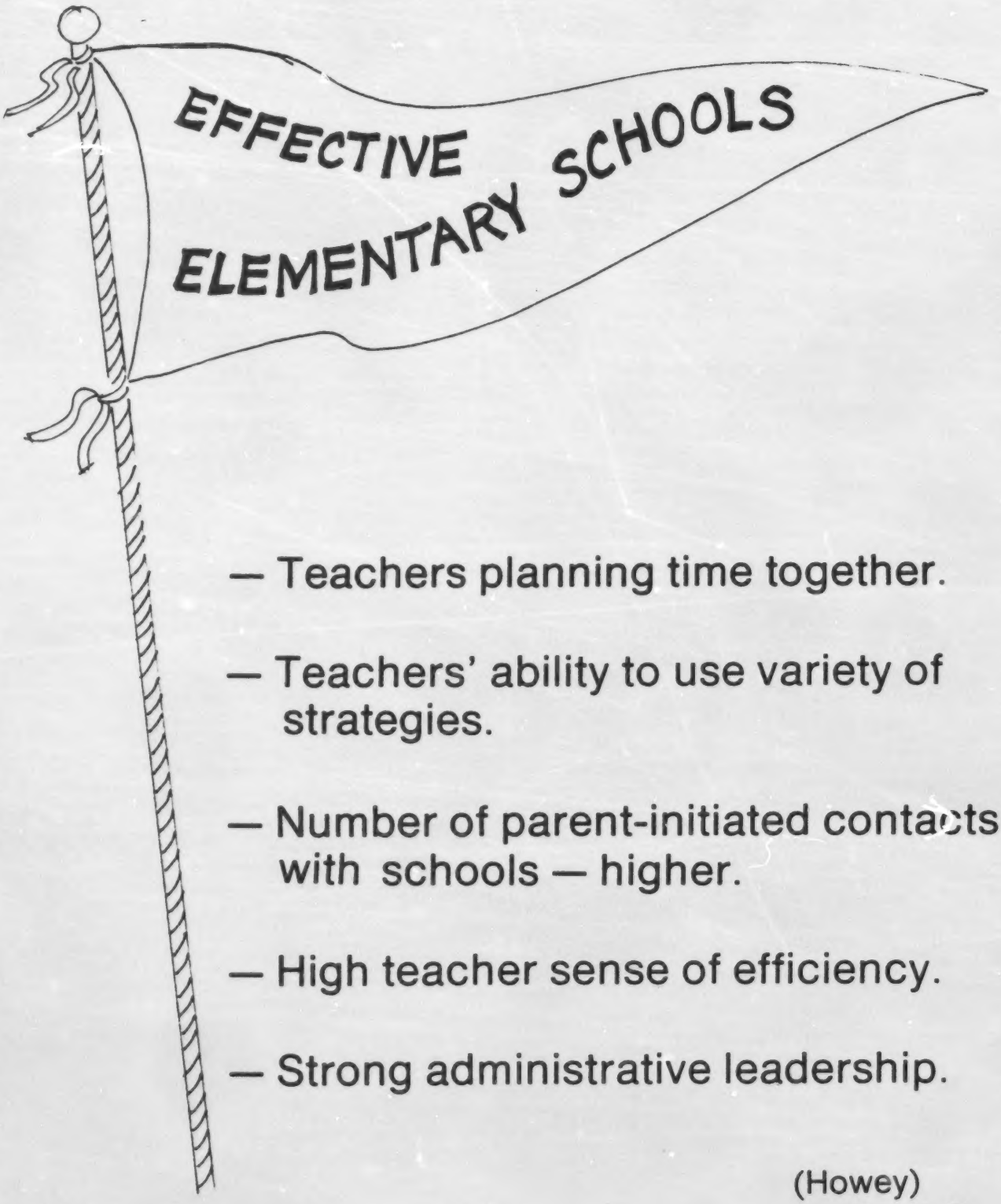
X proportion of allocated
time used for instruction
by teacher

X proportion of instructional
time student is engaged in
work on the subject

X time appropriated by student
for subject outside the classroom

ACHIEVEMENT GAIN

(Harnischfeger and Wiley)



— Teachers planning time together.

— Teachers' ability to use variety of strategies.

— Number of parent-initiated contacts with schools — higher.

— High teacher sense of efficiency.

— Strong administrative leadership.

(Howey)

Effective = Achievement

Behavior

Attendance

Lack of Delinquency
(Law or Legal Offenders)

(Rutter)

EFFECTIVE HIGH SCHOOLS

Academic Emphasis:

— Homework — done by students.

— Homework — graded by teacher, written comments.

— Student work displayed:

  — rewards are obvious: honor rolls, art shows.

— Time on task:

  — start on time.

  — the amount of time involved with teacher & materials assigned and doing it successfully.

— Obvious teacher caring.

— Frequent use of school library for assigned adademic work.

— High teacher expectations.

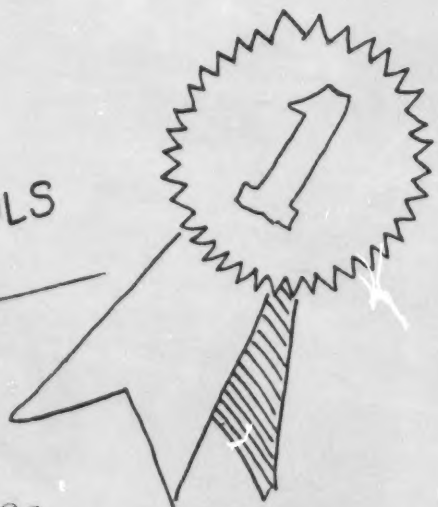
— High common expectations for behavior & academic achievement.

(Rutter)

ETHOS:

— Commonly agreed-to set of values, norms, behaviors:

- — Teacher planning;
- — Administrative leadership — strong, initiating, visibly involved, supportive;
- — Students understand reasons for rules;
- — Community understanding & support of ethos.



Classrooms With Best Outcomes:

1. Direct instruction methods. (Stallings)
2. Large group formats maximize interaction time. (Stallings)
3. Individualized work formats are least effective. (Cooley and Leinhardt)
4. Coherence and consecutiveness of teacher communication. (Gage)
5. Attention to student response. (Gage)
6. Reaction to student response. (Gage)
7. Frequency of positive recognition for good work and displays of work. (Rutter)
8. Student attention. (Hope and Luce)
9. Class size — 15 and below shows significant difference in outcome (no difference between 20-35). (Murnane)

Environment For Learning:

Presentation skills —

task orientation, enthusiasm, clarity, variability.

Interaction skills —

questioning, probing, indirectness of influence.

Management skills —

structuring, assigning tasks of varying difficulty, providing opportunity for students to complete tasks.

(Centra and Potter)

Teacher Performance:

"With-it-ness" — Maintains mental picture of the variety of activities going on in the classroom;

— Interacts in a timely way with students who are having difficulty.

"Overlapping" — Maintains several lines of interaction simultaneously.

(Kounin)

Effective Teachers

1. The intellectual skills of a teacher, as measured by a verbal ability test.

2. The quality of the college that the teacher attended.

3. The amount of teaching experience.

   (Increment to teacher resources of years in the classroom seems to vanish after 5 to 10 years in the classroom in general, and after a year or two in classrooms of low-achieving students.)

4. The extent to which the teacher has high expectations for students.

5. The extent to which the teacher has voluntarily taken post-graduate courses.

TEACHER ATTENTION

Teachers give more frequent and higher quality attention to boys, Anglo students, and high achievers.

(Brophy & Good)

Variables That Control Learning

- 1. Student's entry characteristics:
  - Prior learning achievement
  - Attention level
  - Attitudes toward schooling
  - Study skills
  - Nutritional status
- 2. Characteristics partly under control of school:
  - Time student spends at task in classroom.
  - Time student spends doing homework.
  - High student success rate in academic tasks.
- 3. Characteristics largely under control of school personnel:
  - Time allocated for particular learning activities.
  - Properties of curriculum materials.
  - Characteristics of other students in instructional group.
  - Teacher behaviors and quality.
  - Teaching methods.
  - Systematic instructional programs.

Interference

— Inadequate teacher preparation.

— Poor schooling conditions for effective teaching.

— Ill-informed public.

— Laissez-faire support from parents.

— Excessive television viewing.

— Over-reliance on student peer group.

— Preparation for learning in school setting.

SUCCESSFUL SCHOOLING PRACTICES: PERCEPTIONS OF A TOTAL SCHOOL FACULTY

(Kenneth R. Howey, Report ETT-30-7, San Francisco: Far West Laboratory for Educational Research and Development, 1980.)

Summary of Findings:

There appeared to be six major themes contributing to successful schooling practices:

1. the quality of interaction with the students,
2. collaborative planning for instruction,
3. the quality of faculty relationships,
4. the quality of teacher-community relationships,
5. a program of in-service education or staff development, and
6. the quality of leadership provided.

The following provides some elaboration of each of the above themes.

1. Quality of interaction with the students:
   - Instructional experiences that are concrete, functional and highly participatory
   - Clarity of academic goals, behavioral standards, and communication modes
   - Accurate assessments of children's needs and interests
   - Variety of materials and multiple options
   - Students come first and subject matter second
   - Non-threatening, relaxed environment
   - Acceptance of personal differences
   - Honest relationships
   - Consistency
   - Feelings of ownership and pride in the school
   - Separation of inability to perform a task from failure in general

   Summary: A challenging yet non-threatening environment.

2. Collaborative planning for instruction:
   - Joint planning and mutual exchange
   - Regular times for "extended dialogue"
   - School-wide curriculum planning
   - Collective discussion of the needs of students
   - Agreement on general goals and overall philosophy

   Summary: Time to meet together as a faculty to work on curriculum issues and discuss the best placement for students in the school.

3. Quality of faculty relationships:
   - Effective interpersonal relationships among the faculty and between the faculty and the administration
   - Faculty relationships include openness, trust, respect, and acceptance of differences

- A liking for each other -- a sense of "family"
- Visible encouragement and reinforcement of each other
- Ability to solve problems in creative ways
- Collective pride -- commitment to the school, dedication to task, energy, professionalism, responsibility

Summary: A cohesive faculty with honest communication patterns using effective processes for decision-making.

4. The quality of teacher-community relationships:
   - Harmonious, with a consistent set of values between faculty and community
   - Community support
5. Program of in-service education or staff development:
   - Continuous renewal
   - Openness to new ideas
   - Inquiry and problem-solving are natural processes
   - Release time for dialogue and reflection
   - Continual support from the principal

   Summary: A focus on continuous growth and development, with support from the principal and release time for the efforts.
6. Quality of leadership provided:
   - the most pervasive characteristic of a successful school
   - embedded in patterns of instruction and instructional improvement rather than in administration
   - leadership attributes:
     - spends time in classrooms
     - is an idea person
     - provides staff and curriculum development
     - models effective instruction
     - listens carefully
     - treats teachers as individuals
     - reduces distractions
     - links staff to external resources
     - is open, committed, and caring
     - has vision
     - is tough, yet non-threatening
     - enjoys the job
     - can attend to personal as well as professional needs

   Summary: A humanist who is skilled in interpersonal processes, who is dedicated to the growth and development of teachers and students, and whose skills lie primarily in teaching adults and children and secondarily in administration.

MASTERY LEARNING

(B. S. Bloom, Human Characteristics and School Learning. New York: McGraw-Hill, 1976.)

1. Diagnosis of learning needs represents 65 percent of the variation in school achievement.
2. Learning styles and cognitive-process preferences play an important role in learning.
3. Teacher cues and directions (procedures and expectations) relate directly to student learning.
4. Student participation, including planning and engaged time, relates directly to learning.
5. Teacher reinforcement of expected performance relates positively to student learning.
6. Teacher feedback and correction regarding effective progress relates positively to learning.

SUCCESSFUL SCHOOL PRACTICES

(Kenneth R. Howey, Report ETT-30-7, San Francisco: Far West Laboratory for Educational Research and Development, 1980.)

1. A variety of materials.
2. Multiple options.
3. Diagnosis of and response to individual needs.
4. Teacher commitment to the students as a priority over commitment to subject material.
5. Enjoyment by teachers of the school environment.
6. A challenging, yet non-threatening, environment.
7. A focus on behavior, in giving feedback, rather than on the child.
8. Acceptance of personal differences.
9. Tones of relationships.
10. Consistency in rules about appropriate behavior.